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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is the seventh in a series on developing a comprehensive career guidance program at the high school level, designed to aid guidance personnel responsible for developing student-focused programs. The goal of this module is to provide users with the knowledge and skills to select appropriate strategies for agreed-upon objectives of the career guidance program, including criteria and decision rules for choosing particular strategy. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participants' achievement of module objectives. (Author/HLM)

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MODULE 7

SELECTING ALTERNATIVE PROGRAM STRATEGIES

H. B. Gelatt

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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COORDINATOR'S GUIDE

INTRODUCTION

MODULE GOAL AND OUTCOMES

Module Goal

To provide you with the knowledge and skills to select appropriate strategies for agreed upon objectives of your program.

*Module Outcomes**

When you have successfully completed this module, you will be able to

1. Write a definition and give three examples of guidance strategies.
2. Write a set of your criteria for considering alternative strategies for guidance objectives.
3. State your decision rule for selecting a strategy to use to reach a guidance objective.
4. Produce a plan for selecting program strategies at your school.

*The criteria for attainment of the outcomes are available in the Coordinator's Guide for Module 7.

MODULE OUTLINE

Approximate Time	*Activity*	*Outcomes*
½ hour	Introduction Group activity "How Do You Go to Work?" illustrating the module topic. The Coordinator will explain the activity and and structure and purposes of the module. Questions and discussion included.	1
2 hours	Text Presentation of the important information and skills related to selecting strategies. Practice activity sessions interspersed.	1-4
½ hour	Postassessment Assessment of your acquired knowledge and skills.	1-4
1 hour	Application Planning for the use of these skills and knowledge in your own setting.	4

The model on the next page shows the relationship among the various modules. *Selecting Program Strategies* comes under Phase 2 and is Module 7.

What is the best way to achieve an objective? This module will help you learn how to go about deciding *what to do* in order to reach certain objectives. During Module 6, student performance objectives were specified and target populations discussed.

Now that you have decided what you want to get done (what you want to have happen as a result of your guidance activities), how do you decide what activities to do to get it done (or make it happen)? In other words, what is the best way to achieve an objective? This question implies several assumptions:

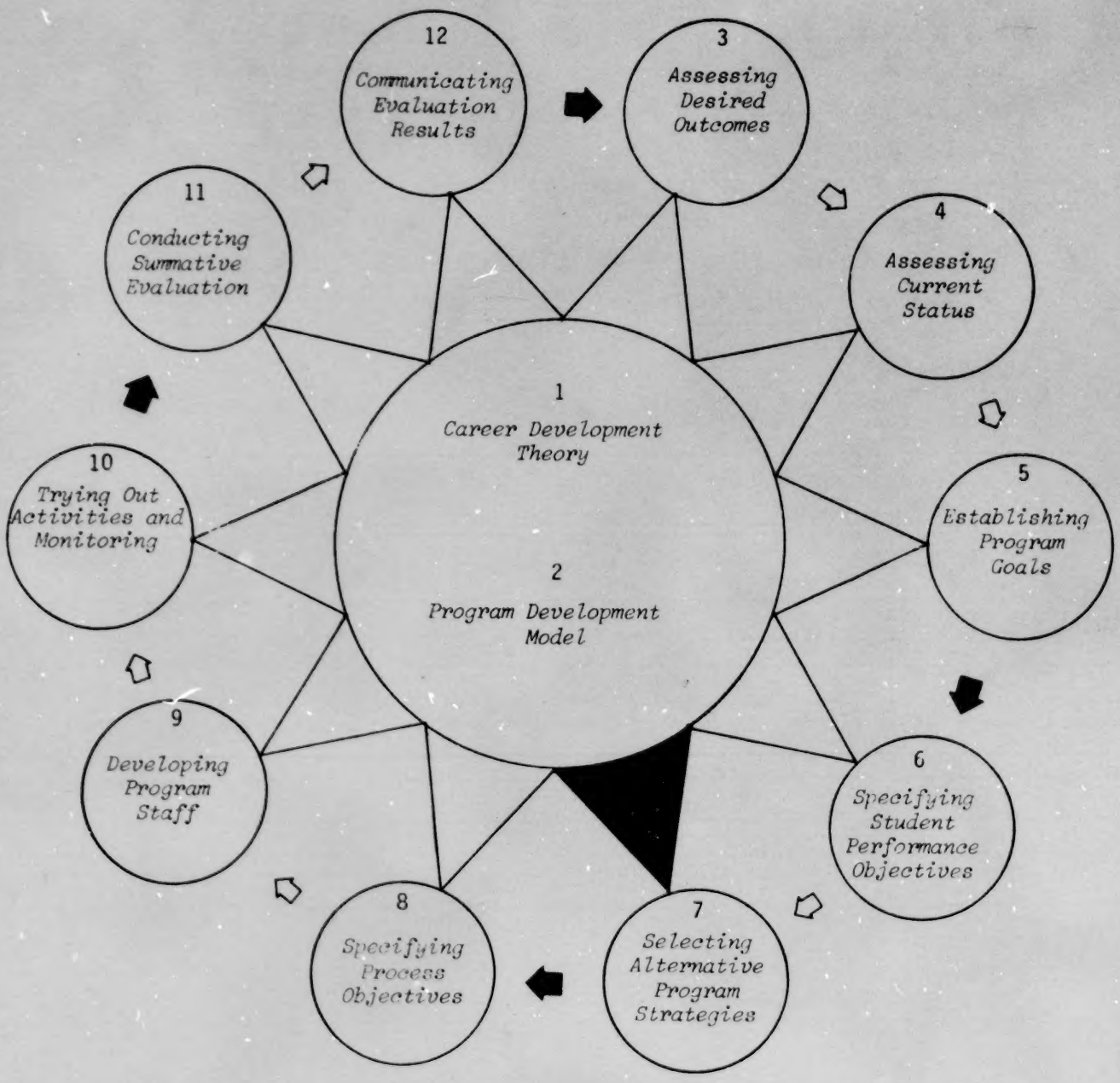
1. Some guidance procedure or intervention will, in fact, help achieve the objective.
2. There are several possible procedures that will help.
3. Some procedures are better than others.

Choosing the best way to achieve an objective requires knowing several "good ways" and selecting the "best."

That's the topic of this module!

A Model for Developing

Comprehensive Career Guidance Programs



Guidance strategies - The techniques, modes/procedures and activities to be used to accomplish a program goal or a performance objective; the guidance interventions designed to get done what you want to achieve. Objectives are the ends; strategies are the means.

Examples of guidance strategies:

- Individual counseling, group counseling
- Film strips, movies
- Lecturing
- Simulation games
- Field trips
- Role playing

Selection criteria - The requirements and constraints for considering certain strategies and eliminating others. The standards used in judging the appropriateness of strategies *for you.*

Examples of selection criteria:

Consider those strategies which

- Can be done in groups
- Do not require reading skills
- Involve no additional expense

Decision rule - The reason or reasons for your final choice of strategy. This rule will explain why the strategy chosen is the best for you. It includes the above criteria but defines a precise (and possibly combined) standard for final choice.

Examples of decision rules:

Select the strategy which

- Meets the above criteria
- Is known to be most effective

DEFINING AND SELECTING PROGRAM STRATEGIES

A. *What are program strategies?*
B. *How do you select a strategy?*
   1. *Problem areas*
   2. *Kinds of alternatives*
   3. *Four steps to take*

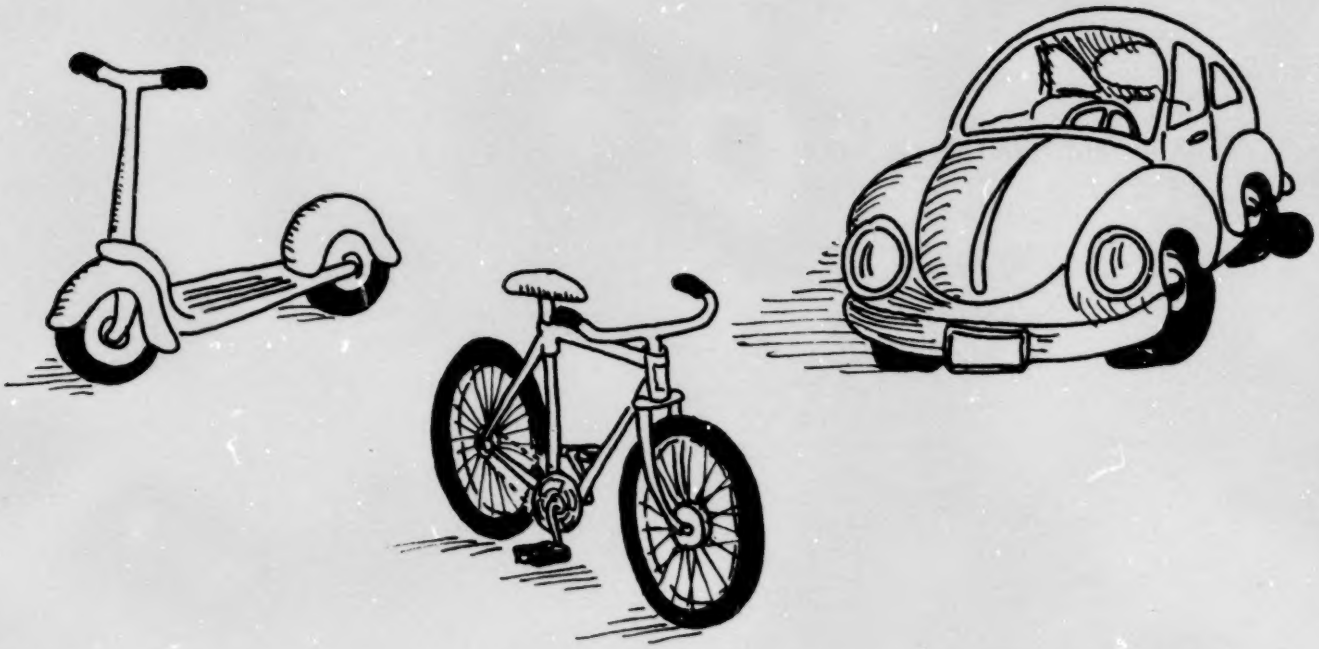
What Are Program Strategies?

Program Strategies Defined

Program strategies are procedures, methods, techniques, approaches, interventions (some may use equipment and materials) which are used to help attain student performance objectives. Choosing the best strategy for achieving an objective requires knowing several "good ways" and selecting the "best."

How does this relate to the introductory activity, planning a route to work: You probably considered a few possible ways to go to work and then selected one. Perhaps you used a variety of methods on different days. In any event, *the* way you went to work on Tuesday was *one* of several possible ways. For you, it was your choice of the *best* way under the circumstances.

Things we do routinely or repetitively every day to accomplish certain goals are strategies. They become habitual strategies. We do them without thinking or considering other possible strategies. The way you go to work each day is probably an example of a habitual strategy. The route you take, the mode of transportation, the time of day all contain many, many alternatives, but you have probably selected one strategy: one route, one mode, one time of day. Do you know all the other possible strategies? Did you select the best?



Of course, you can't, and wouldn't want, to spend your life considering and selecting the best ways to go to work. But some simple examples can help illustrate the important relationship between strategies and goals (objectives). You could probably get to work on a scooter and leave home at 6:00 a.m. But your choice of strategy also probably includes some other criteria than just your goal of getting to work by 8:00 a.m. More about that later.

Problems: When Strategies = Goals

When you think about program strategies for your guidance goals, another problem often exists. Sometimes, the guidance strategy, rather than the desired outcome, has become your goal.

Recently, for example, it was said that a good guidance program should have for every 250 students one full-time, credentialled counselor who spends at least 50% of her/his time in individual counseling. It was further said that each student should be seen at least twice a year individually by the counselor. Thus, the goal of a "good guidance program" became "to have a full-time counselor who counseled students individually." That's a strategy, not a goal. A strategy is a means, not an end!

We are still in danger of this mistake when planning and

organizing our guidance programs and activities. A paraphrase of a song from *Finian's Rainbow* explains it: "When I'm not near the goal I love, I love the goal I'm near."

Making your strategies your goal is a temptation because it is usually easier to measure strategies and to demonstrate their accomplishment. They also provide a good way to justify your desired guidance activities.

Tradition

"But we've always done it that way" is another defense of existing strategies. What used to work may not work now. Or maybe there are different and better ways to consider. The purpose of this module is not to criticize present strategies or to promote the adoption of new strategies. This module will help you to

- increase your awareness of the many resources available of potentially useful strategies.
- develop specific criteria and rules for selecting strategies for you.
- apply these new skills and knowledge to your own program development.

How Do You Select a Strategy?

Expectations

In Module 6, certain performance objectives were established. These performance objectives are what you hope and expect students to be able to do as a result of your guidance activities.

> "Expectations is the place you always go to before you get to where you're going."
>
> The Phantom Tollbooth

Naturally, you will choose the most appropriate and most effective activities which will most likely produce the desired performance by students with the least expenditure of resources.

Although this approach seems very simple, it is not. Furthermore, most strategies are not selected that way.

Problem Areas

The problem is in determining

- What is most appropriate for you?
- How do you know what is most effective?
- Can you afford what is most effective?
- Do you know how to do it?
- Do you want to do it?
- How do you find out what is *most likely* to succeed?
- Etc., etc., etc.
- What is the *best* strategy for you?

Selecting Appropriate Program Strategies

What is the Best Strategy?

What does this mean? This means that you decide *how* you will help your students achieve the desired performance objective. It means that you consider various interventions approaches, programs you *could do* (or arrange to have done), and then you determine which of these would be best to do.

What's so new about this?

Most of the time school personnel choose to do "what they have done before" or what they know about or what they know how to do well or what they want to do.

Why you choose to do what you do is the essence of this module. For example, think about one or two guidance activities you performed last week: individual counseling, group counseling, teaching, meetings, programming, consulting, phoning parents, testing, test interpreting, and so on. *Why* did you do it? Why didn't you choose some other activity instead?

Why?

Choosing one or several guidance activities from among many possible activities is *selecting appropriate program strategies*. It's choosing from alternatives.

Choosing From Alternatives

Let's look at the kind of alternatives there are:

1. The total population of alternatives

   For example, all entries on a dinner menu, all 40,000 jobs, all colleges, and so on

2. Possible alternatives (feasible)

   Those you have the opportunity or right to choose

3. Desirable alternatives (appropriate)

   Those based on your criteria

4. Preferred alternative

   That one based on your decision rule

   The one or combination that seems best

What Are the Steps in Selecting?

Four Steps in Selecting Strategies

The four kinds of alternatives listed above suggest a way of proceeding when selecting the best strategy for achieving an objective. The term "steps" should not imply a rigid sequence to be followed. The list of actions below is a guideline for making the final choice of strategy to be employed.

The fact that these are only guidelines becomes obvious immediately. Step 1 suggests a survey of all imaginable strategies. This, of course, is often impossible. However, it is a guideline or a warning to be sure you don't choose a strategy too soon.

The "steps" are as follows:

1. Survey all imaginable strategies.
2. List all possible strategies.
3. Determine the desirable or appropriate strategies
4. Select the best strategy or combination

ACTIVITY - THE LUNCHEON MENU

Consider the above four steps in making a "simple" decision like choosing what to eat at lunch.

Follow the Coordinator's directions.

LUNCH MENU

All luncheons include salad and coffee.
(Ask about today's house specialities.)

Sirloin Steak Sandwich and French Fries	$3.25
Beefeater: slices of prime rib in juice	2.95
Fried Prawns Luncheon	2.75
Veal Cutlet Luncheon	2.75
Moussaka Luncheon	2.50
Spanish Omelet	2.50
Crab Louis Salad	3.00
Chef's Salad	3.00
Bacon, Lettuce and Tomato Sandwich	1.25
Hamburger	1.25
New York Steak Luncheon	3.95
Egg Salad Sandwich and Soup	1.50
Beef and Noodle Luncheon	2.50

Activity Record Sheet

A. Write in your order:

_____ _____

_____ _____

_____

B. The reason(s) for your choice:

_____

_____

_____

_____

C. Other menu items considered:

_____ _____

_____ _____

_____ _____

_____ _____

D. Revised criteria and decision rule:

_____

_____

_____

_____

THE FOUR STEPS, IN DEPTH

A.	*Step 1 - Survey all imaginable strategies*
B.	*Step 2 - List all possible strategies*
C.	*Step 3 - List all desirable strategies*
D.	*Step 4 - Choose the preferred alternative*

Skills Are Part of Process Too

The skills being practiced in this module are not only useful in selecting guidance program strategies. They are also an important part of the career decision-making process itself. In that sense, they may also become part of your goals and objectives for students in your career guidance program. For example, when a student chooses a job, he is selecting the best "strategy" for achieving his career objectives. Or, consider a very specific student performance objective.

> The student can identify and define ten forms of continuing education following high school.

The rationale for such a specific objective relates to the skills in this module. That is, if a student is going to select one form of continuing education after high school (or reject all), then he should

1. Know many alternative forms (at least ten)
2. Consider some
3. Select the best for him

What he is doing is selecting alternative strategies by using selection criteria and decision rules.

Perhaps the best way to review and increase your understanding of the skills involved in selecting guidance strategies is to go through the steps, using a student performance objective similar to one which would be appropriate in your school. This will be your task in this module.

ACTIVITIES 1-4

These activities are designed to enable you to practice the skills as you learn the steps outlined in the module. They can be done individually or in groups, with many obvious variations depending on the nature of the group, the skill level of participants, the time available, and so on. We suggest that you work with all of the participants from your program, forming a group. If this is not possible, you may work alone.

The activities involve selecting a program strategy for a specific student performance objective by following the steps outlined in this module.

Before you can go ahead, you need to select a student performance objective. You may choose one from the list below, use one developed in an earlier module, or make up your own. If you are not working in a particular setting and would like a hypothetical setting with which to think through these activities, turn to the "Optional Group Simulation Description" located in the Appendix.

STUDENT PERFORMANCE OBJECTIVES:

(See also Herr and Cramer, pp. 127-138
or AIR Objectives Catalog II)

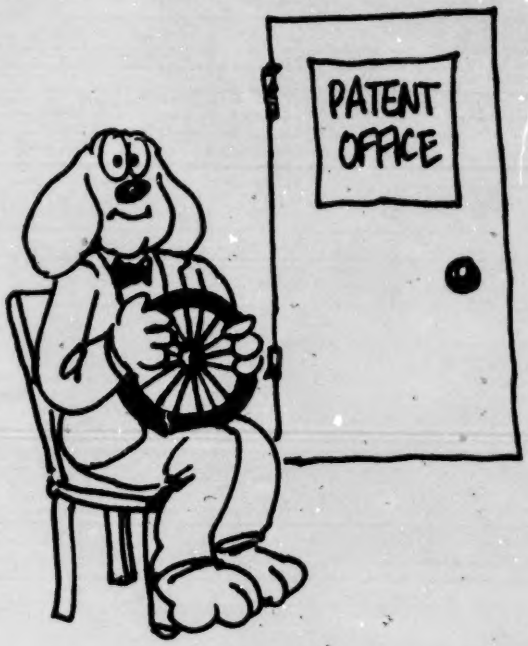
1. The student can identify and define ten forms of continuing education following high school. (jr. high)
2. From a list of fifty occupations, the student can identify those which are primarily indoors or outdoors. (elementary)
3. The student can place on a skilled-unskilled continuum twenty occupations about which he has read. (jr. high)
4. The student can produce an alternative plan for accomplishing his first choice career goal. (sr. high)
5. The student can identify vocabulary words correctly as names of interests, aptitudes, or abilities. (elementary)

Once you have chosen a student objective, proceed with the module and follow each of the four steps as directed in the activities. Steps 1 and 2 will involve a process of generating alternatives, and Steps 3 and 4 will involve a process of selecting one strategy.

Step 1 - Survey all Imaginable Strategies.

Consider Everything

The planning of activities to help students achieve a particular performance objective requires a broad survey of instructional and counseling strategies so that program planners do not overlook an alternative that could prove to be useful and so that they avoid the pitfall of "reinventing the wheel" when adequate strategies already exist.



Dangers in Combining Steps 1 and 2

The first two steps often present a serious problem for program planners. On the one hand, the steps are so important that they require a well-developed methodology for generating and limiting relevant program strategies. On the other hand, no such methodology has been developed and validated. Since it seems impossible (or at least impractical) to know *all* strategies, most program planners combine Steps 1 and 2 by some vague, unclear method. The danger of this, of course, is that you may overlook some very desirable alternative or may introduce your own biases

or may use untested assumptions or may be applying constraints which could be overcome. This is where the process of "brainstorming" is helpful.

Using the "Menu"

Because no precise, adequate, fool-proof methodology exists for Steps 1 and 2, this module proposes the following procedure. For Step 1, a three-part process will be employed:

1. Utilize the "Menu" of Strategies provided by AIR on pp. 18-20 to generate existing program strategies.
2. Utilize your own knowledge and experience of existing strategies.
3. Brainstorm.

For Step 2, the survey results of Step 1 will provide a list of many alternatives. This list will be reduced by eliminating all "impossible" alternatives.

ACTIVITY 1 - APPLYING STEP 1

Now you are ready to apply Step 1 to your chosen objective. To assist in the process, a "menu" of available strategies is offered on the next two pages.

Although many possibilities exist, you should follow this procedure for applying Step 1:

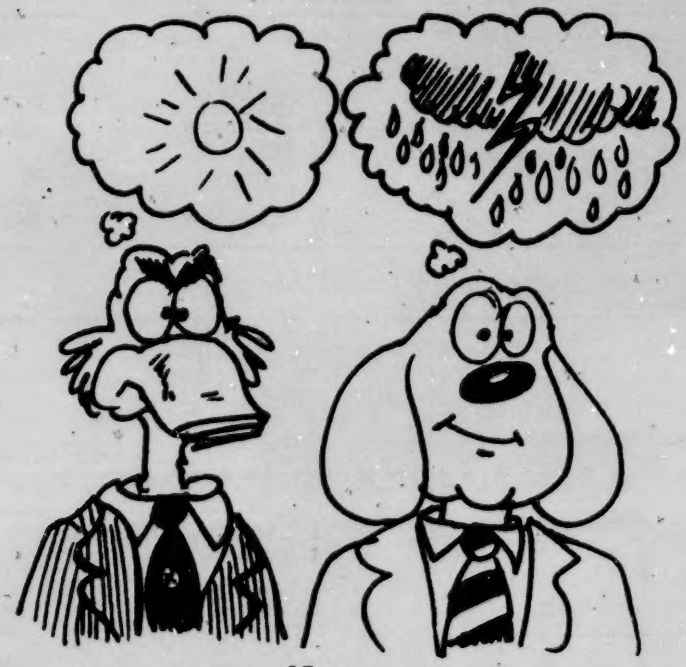
1. Assign or get volunteers to look over the materials provided in the Annotated References Resource in the "menu."

2. List *all* strategies discovered. (If in doubt, include it.)

3. Next, ask each individual to list strategies s/he knows about.

4. Share these lists with the total group (exchange or xerox or discuss).

5. Brainstorm. This can be done in small groups or in the total group. Try to add to existing lists. Be creative; think up wild ideas. Try not to be critical - any idea is acceptable at this point.



A "MENU" OF STRATEGIES

FOR CAREER GUIDANCE PURPOSES

A. ANNOTATED REFERENCE RESOURCE OF AMERICAN INSTITUTES FOR RESEARCH (AIR)

The following references are resources which may be helpful in discovering materials and/or activities for potential career guidance program strategies. They may also help in generating ideas for developing others.

These references should be available to workshop participants for use during the activities.

1. *Resource Book of Low Cost Materials,* AIR, 1974.

   A review of teacher handbooks and guides; career exploration, curricula and student texts; student guidance materials; and multimedia resources. Also includes annotations of other bibliographies, journals, etc.; a survey of children's literature on career education; and brief notes of recently funded federal projects.

2. *Resource Book of Sample Units,* AIR.

   This resource contains 15 lesson units that teachers might use in the introduction of career education into their classrooms. The units cover grades K-9 and are intended to serve as examples of units teachers might develop themselves.

3. *Review of Career Education in Secondary Education,* College Entrance Examination Board, 1973.

   A systematic review of development in secondary guidance in career education. This volume contains a description of trends and of exemplary guidance materials, projects and programs now in use or development.

4. *Career Planning Program, Grades 8-11,* American College Testing Program, Houghton-Mifflin, 1974.

   This package is intended to provide a coordinated program of student test data and materials for a Mini-Course in Career Planning.

5. *Career Guidance: A Handbook of Methods,* Merrill Pub. Co., 1973.

   This handbook is organized to allow quick access to information needed to solve specific problems in career guidance. It is a "cookbook" of methods, elementary through post-high school. Chapter 8 is a compendium of abstracts of such guidance methods.

6. *Career Education Resource Guide*, General Learning Corp., 1972.

   This guide is not intended to be a comprehensive career education program. It is a collection of activities that can be identified and carried out by teachers, K-Adult. The activities are self-contained curriculum elements, selected and adapted as provocative classroom models. Materials and activities are organized according to performance objectives.

7. *Bread and Butterflies, A Curriculum Guide in Career Development*, Agency for Instructional Television, 1974.

   This is a "project" in career development for nine to twelve year olds. The project includes fifteen 15-minute color television programs, a curriculum guide, an in-service teachers program, and workshop materials.

8. *Career Guidance, Counseling and Placement Elements of an Illustrative Program Guide* by Norman Gysbers and Earl Moore (eds.), Missouri State Department of Elementary and Secondary Education, 1974.

   Chapter 3 lists career guidance goals, objectives, and strategies for achieving them by grade level. Appendix B presents sample guidance strategies for goals and objectives in each of four basic domains: Self Domain; Life Roles, Settings and Events Domain; Life Career Planning Domain; and Basic Studies and Occupational Preparation Domain.

B. Following is an outline of instructional and guidance procedures (student materials and activities) which might be considered for reaching certain career objectives.

1. Reading printed materials
   - a. Narrative
   - b. Programmed
   - c. Cartoon booklets
   - d. Kits

2. Observing
   - a. Live demonstrations
     - 1) Peer student models
     - 2) Cross-age models
   - b. Live dramatizations
   - c. Films
   - d. Filmstrips
   - e. Slides
   - f. Videotapes
   - g. Any one or all of the above observational media followed by guided practice supervised either by the models or by counseling personnel.

3. Listening
   - a. Radio
   - b. Sound recordings
     - 1) Records
     - 2) Audiotapes

4. Interacting individually and/or in groups with
   - a. Counseling personnel
   - b. Community resource persons

5. Practicing behavior under simulated conditions
   - a. Simulation games
   - b. Simulated work
   - c. Role-playing
   - d. Behavioral Rehearsal

direct intervention

indirect intervention

DIRECT INTERVENTIONS

(Learning Activities Employed Directly with Students)

Developmental Activities

1. Orientation-in
   Orienting students for a new school level, a new educational system (e.g., individualized education), an innovative guidance program, or a new specific school setting.

2. Personal Assessment
   Helping students understand and develop their own abilities, interests, physical attributes, personal and social behaviors, and values and preferences related to available career opportunities in six areas.

3. Personal Choice Opportunities
   Assisting students to consider choices in each of the six areas of behavior--the career need areas.

4. Personal Problem-Solving Skills
   Enabling students to make wise decisions and plans and to use the information gained in personal assessment and personal choice opportunities.

5. Formulating and Pursuing Personal Goals
   Assisting each student to formulate and to pursue his goals and his plans for achieving these goals in each of the six areas of behavior.

Prescriptive Activities

6. Within-school Learning Experiences
   Working with one or more students having learning, social, or personal problems in the six areas of behavior.

7. Orientation-out Prescribed Learning Experiences
   Providing prescribed learning experiences for students at critical times, e.g., beginning a job, dropping out without specific plans, enlisting in the military.

INDIRECT INTERVENTIONS

(Services Provided on Behalf of Students)

Interventions implemented through providing assistance to assess and possibly to modify

8. aspects of the educational setting and system
9. school personnel
10. home and neighborhood factors
11. community resources (e.g., health, social, and welfare agencies; businesses and industries)

Interventions implemented through:

12. guidance-related research and evaluation--experimentally controlled studies of guidance and counseling materials and procedures, follow-up studies, and analyses of changes in the characteristics and needs of the student population.

Step 2 - List All Possible Strategies

What Is Possible?

The problem here, of course, is to know what's possible and what's impossible. This step is crucial because you don't want to say "it won't work here" when in fact you're not sure. You may be eliminating some very desirable alternatives because you are rejecting them on the basis of conventional limitations or untested assumptions or imagined constraints.

The list for Step 2 differs from the list for Step 3 in one important way. Step 2's possible strategies are those you *could* do; Step 3's desirable strategies are those you *want* to do. In a sense, strategies are expenditures of resources to reach an objective and thus lack worth or value in themselves. For example, individual counseling would be preferred over assigning a workbook only in terms of some objective. Is individual counseling a better way to achieve the objective than assigning a workbook? The fact that guidance personnel "value" counseling (feel qualified or enjoy it) more than writing a workbook should not be the main criteria for selecting a strategy. On the other hand, some strategies may not be desirable because of certain personal or administrative criteria. For example, one strategy may cost $15 per student. Since your district spends more than $15 per student, it *could* spend that much on this strategy but may not *want* to. Be sure not to confuse *could* with *would*!

Could Vs. Would

The key point on your list of possible strategies is *not* to eliminate strategies you could do but may not want to do. That comes with Step 3.

ACTIVITY 2 - APPLYING STEP 2

As a group activity for Step 2, you should "trim down" the list you generated in Step 1. Eliminate *only* those strategies that a consensus or majority of the group agrees are impossible. If you are working alone, you will have to decide for yourself.

Step 2 *could* be eliminated in the interest of time. However, an impossible strategy might later qualify under your criteria and decision rule in Steps 3 and 4, and you wouldn't be able to include it. It is a very dangerous step because you can eliminate some excellent strategies only because you *think* they are impossible.

Step 3 - List All Desirable Strategies

Value System Considerations

Now is the time to define and apply your personal or administrative criteria. What are the limits on costs? Time? Ethics? Are there political considerations that make some activities untenable? Are there legal constraints?

This step should be used only to eliminate strategies which have no chance in your particular value system. All criteria should be challenged and tested before being used. It is better to include an undesirable strategy than to eliminate a desirable one. Therefore, be very cautious with your "axe."

Factors Affecting Criteria

Suppose that your group has a list of possible strategies for helping students become able to "identify and define ten forms of continuing education following high school." Your criteria will depend on a number of factors, such as these: How important is this objective? How much do students already know? How much will they learn without intervention? What is already being done? How successful is it?

Information Criteria

Remember your criteria for considering luncheon items? Such criteria are called *information criteria* because they help you decide what kind of information you will collect in order to determine which alternatives are desirable. If, for example, one criterion for considering menu items was "fish dishes" and you didn't know what moussaka was, you would find out if it's a fish dish. However, if one criterion was "a new dish" you would find out if you've had it before.

Think of some possible criteria for paring down strategies. For example, you might want to limit yourself to activities which

- -can be conducted individually or in groups
- -don't require a leader
- -can be repeated
- -are multimedia
- -are inexpensive (specify)
- -don't require retraining of staff
- -have been successful in the past

Another example of possible criteria can be found in a rating checklist of practical considerations in selecting guidance methods and techniques developed by Campbell, et.al. The factors include the following:

Magnitude: How much of the total school population or program will be affected?

Complexity: How many other changes will it incur?

Convenience: Can it be developed and operated locally or will it require outside consultants?

Flexibility: How rigid must the method be followed to be successful?

Distinctiveness: Is it new and different?

Interaction with other programs: Does it stand alone or require other programs to be involved for success?

Readiness: Can it be applied immediately?

Cost: What are initial costs and future funding needs?

Content: Is the content an innovation or redo of an old method?

It's also all right to list the strategies you seem to like and try to infer the criteria that are there. This is what happened with the luncheon menu activity.

I'LL HAVE THE CHEF'S SALAD!
BUT WHY?
is it because it reminds me of the time I took Mary Lou on a picnic? Or is it more sinister than that?

Decision Rule

This might be a good time to at least think about your decision rule, that is, your criterion for final choice. If, for example, you were eventually going to choose the strategy that was known to be most effective in reaching your objective, you would want to consider only those strategies that were known to be effective. You would also need data on effectiveness.

On the other hand, if you were eventually going to choose the strategy that was the least expensive (in time and/or money) you would consider other data about "desirable strategies." Obviously, your decision rule will probably be some kind of combination or compromise. You may not decide on your *rule* until you see your list of alternatives which meet your criteria.

One possible criterion could be related to effectiveness and/or efficiency. To choose an instructional or counseling technique most "appropriate" to a particular student performance objective, you might look for those which meet these two criteria:

Two Criteria

1. *Techniques that enable the student to perform in a manner most closely resembling the performance called for by the objective*

   If the objective has been carefully developed, it will indicate what a student needs to learn or do. Some objectives may describe a complex skill for which students must learn a series of component behaviors, while others may adequately describe an *entire* skill. When the type of performance desired is clearly specified by the objective, it becomes possible to identify the general procedure or combination of procedures appropriate for reaching the objective. The general rule is "Give the student practice in the performance he is to learn."

   For example, one desired performance might be "Use appropriate behavior and show appropriate appearance in a personal interview." First, the student should be

taught to discriminate between appropriate and inappropriate interview appearance and behavior. For this objective, a sound film or filmstrip demonstrating both acceptable and unacceptable versions of interview appearance and behavior, combined with opportunities to role-play proper interview behavior with another student or guidance personnel, are more appropriate than having a discussion or reading a book.

2. *Techniques that most closely resemble the conditions called for by the performance objective*

   If the objective has been adequately developed, it will not only suggest the major type of performance but will also suggest conditions under which performance will be expected to occur. For example, one performance objective might read, "Given two examples of oral responses from individuals, the student must be able to identify the one most representative of 'showing consideration for the feelings of others.'" In this instance, a form of *audio* instruction is appropriate because the condition specified in the objective is "Given two *oral* responses. . ."

Compatibility and Feasibility

Other criteria to consider might be what some people call compatibility and feasibility. These are in some ways new names to the concerns of (1) how well the strategy solves the problem or meets the objective (compatibility) and (2) the possibility of the strategy, given the conditions and constraints (feasibility). (A detailed description of these criteria are found in the module by Marjorie L. Kelley that is listed in the Reference section of the Appendix.)

Adopt, Adapt, or Create

Finally, when reviewing various strategies available for reaching career guidance objectives and considering which to select, the guidance program planner might keep

in mind three possible decisions: to adopt, to adapt, or to create. That is,(1) he can adopt a product that has already been published; (2) he can select an already developed product and adapt it to fit his situation; or (3) he can create the product himself, or herself, or themselves!

Factors such as time, costs, and creative ability will influence the decision to adopt, adapt, or create. These factors are, of course, again criteria. (See Kelley, "The Consideration of Alternatives," *The Developer's Choices: Adopt, Adapt, or Create,* pp. 3.0 - 3.7.)

ACTIVITY 3 - LISTING ALL DESIRABLE STRATEGIES

Now return to your lists of strategies. In your group, determine what criteria you want to use for selecting those strategies left on your list after Step 2. Then make your new list. This new list will be all of the strategies you will actually consider. Any one of them may be your choice!

After reviewing what strategies were eliminated and what strategies were included, your group may want to add or subtract from their criteria.

Some possibilities for criteria and decision rules were suggested on the previous pages. One way to begin searching for your criteria would be to select several guidance strategies which appeal to you and see what factors they have in common. This process might suggest criteria. This is what happened during the luncheon menu activity.

Although it might seem reasonable that you would always use criteria of effectiveness and efficiency, it's not always that simple. Other criteria might rank higher, or information on effectiveness and efficiency may be unavailable. Furthermore, concepts like effective and efficient, compatible, feasible, possible, etc. need to be more clearly spelled out in order to serve as criteria or decision rules.

Step 4 - Choosing the Preferred Strategy

This is where planning ends and action starts. Making a decision means doing something. In order to actually achieve your objective, some action must be taken. (Unless, of course, your objective could be reached by your doing nothing!)

Decision Rule

This action involves the selection of a strategy (or group of strategies) which you will use to achieve your objective. You now have a list of possible and desirable alternative strategies. How do you choose? You now need a *decision rule.*

For example, your rule might be to select the least expensive activity. Or to select the activity you know how to do best. Or to use a rule like choosing that alternative that maximizes the "worth-to-cost" ratio.

Make the Rule Explicit

Whenever you make a final selection, you are using some rule. This step asks you to make the rule explicit. Being explicit about your decision rule tells you what information you need before you decide and helps you explain your decision.

For example, your decision rule for lunch today may not be important in and of itself. But if your overall goal was to lose weight or save money or try new things, then each decision rule has some meaning.

The topic of this series of modules is the systematic planning of a total career guidance program and the integrated interaction of its parts. It is goal-oriented. Guidance personnel, clients, and those who pay the bill will all benefit from this overall approach.

ACTIVITY 4 - CHOOSING THE PREFERRED STRATEGY

Using the list you developed in Step 3, choose a strategy to reach your objective. How do you choose? Why? The decision rule involves both the how and the why of the choice. You choose by determining *why* you prefer one alternative over another, and choose it.

Your decision rule will probably evolve out of your guidance philosophy and goals and from the data which resulted from previous assessments (Modules 3-6).

You may need to "experiment" with some decision rules before you find the one you really want. An example may explain this. An operations expert on a diet to reduce weight wanted to select the best diet possible. The alternatives were all the possible combinations of foods in a dieter's manual that equalled a given amount of calories. The criteria he chose were bulk and calories. His decision rule was something like this: select that diet which provides the greatest amount of bulk for the specified amount of calories. The computer printout directed him to drink forty gallons of vinegar per day. He rejected his decision rule.

Your decision rule is sometimes hard to discover. It is also sometimes hard to describe. But it will be important to know and to describe. Although each specific decision rule may not seem important by itself, it will be when you think of your total guidance program.

ACTIVITIES 5 and 6 - ADDITIONAL PRACTICE

These activities are intended to assist you in further practicing the skills learned in the module. The practice will involve variations, all related to your own situation. In this sense, the practice should also be practical.

Activity 5

Think of one guidance strategy you used last month or last year while you were counseling or teaching. Try to think of a very specific situation and one related to career education. In retrospect,

Describe the strategy
Specify its objective
List alternative strategies considered
Define your criteria
Define your decision rule

Activity 6

Working alone or with a group of guidance personnel from your district, list either a broad program goal or one specific student objective that is to be achieved next year in your district. It may have emerged from work on earlier modules in this series. Now, go through the four-step process outlined in the module. Actually choose a strategy for the goal/objective, writing out your procedure for each step.

DISCUSSION QUESTIONS

The following questions are intended to give you a chance to discuss some of the issues touched on in this module. Feel free to use them or add to them in a way that will be most useful for your group.

1. Computer college search services which are available to students choosing a college to attend illustrate Steps 1, 3, and 4 described in this module. Can you describe how this is true? Are there other examples you can think of?
2. At the beginning of the module, we mentioned that some people think that "good" guidance programs are those in which counselors spend 50% of their time in individual counseling. Why is that the measure of "good" guidance? What's wrong with that measure?
3. Why do teachers, counselors, administrators do what they do on Monday morning between 9:05 - 10:15 (for example)? How should they determine what they do?
4. Is group counseling better than individual counseling? Is reading a book better than listening to a lecture? How do you determine which is better?
5. How do you know when you are using the best activity to accomplish your objective?
6. Describe and give examples of how strategies become objectives. Why does this happen?
7. How would you describe or define a good guidance program? A good school program? A good teacher?

POSTASSESSMENT

1. Write a definition of the term *guidance strategy* and give three examples.

2. Write the criteria you established for choosing strategies to reach the goal or objective in Activity 3 or in Activity 6. Then list the strategies you began with (from Step 2) and those you ended with (Step 3).

3. State the decision rule you used in selecting a strategy for achieving the objective identified in item 2 above. Then state the strategy chosen.

APPLICATION

You are now ready to map out a plan for applying the skills you developed in this module to your own setting. Thinking of the sections of the module and the questions you have discussed, consider the tasks that must be accomplished to select program strategies for your program, the person who should be primarily responsible for each task, and the date by which the task should be done. Since strategies must be written after the goals have been established and the objectives written, the dates you choose must coordinate with those set for other program planning tasks. If possible, this exercise should be done under the direction of someone from your district who would be good at taking charge of this effort and who would like to do it. Use the chart on the following pages for listing your tasks, the people responsible, and the completion dates. The major headings are already noted on the chart. Use additional paper as needed.

To a degree, you will have to operate in a hypothetical realm to complete this activity. Since you probably have not determined all of your goals and objectives yet you can't be sure of exactly what strategies may be best. But you *can* outline a plan for selecting your program strategies when this information becomes available, and you can probably make some pretty accurate guesses about what at least some of the goals and resultant strategies will be. In short, you can put together a very workable plan for doing at your setting what the module has outlined.

APPLICATION

TASKS	INDIVIDUAL(S) RESPONSIBLE	COMPLETION DATE
I. Survey all imaginable strategies.		

APPLICATION

TASKS	INDIVIDUAL(S) RESPONSIBLE	COMPLETION DATE
II. List all possible strategies		

APPLICATION

TASKS	INDIVIDUAL(S) RESPONSIBLE	COMPLETION DATE
III. List all desirable strategies.		

TASKS	INDIVIDUAL(S) RESPONSIBLE	COMPLETION DATE
IV. Choose the preferred alternative(s).		

APPENDIX

OPTIONAL GROUP SIMULATION DESCRIPTION

The description below is intended as a frame of reference for those of you who are not working in a particular setting. You may wish to describe one of the other schools that might be in the "Lillington School District," to change parts of this description, or to use it for ideas in creating your own setting. Feel free to modify it to meet your particular needs.

The Lillington School District is a suburban district made up of seven elementary schools, four junior high schools, and two high schools, with a total school population of 10,000 students. The district is rapidly changing from one that is largely rural to one that is urbanized. It has several active industries, including a furniture factory and an automobile assembly plant. The minority population is growing, and the unemployment rate is higher than that in the rest of the state.

Lillington's Chester Arthur High School has an enrollment of about 1,600 students in grades 9-12. Approximately 75% of the students are from lower and lower-middle class families; 20% are from middle class families; 5% are from upper-middle class families. The racial/ethnic composition is approximately 82% white, 11% black, 5% Spanish-surname, and 2% Oriental and Indian. The school has experienced some group conflicts, but none serious to date.

No follow-up studies have been conducted in recent years, but the school's counselors estimate that about 40% of their graduates continue their education, mainly at the nearby community college. The dropout rate there and in Arthur High is unknown. The counselors guess that at least half of the girls marry within a year after graduating from Arthur High; most of them do not seek jobs until after they have had children. Most of the remainder of the female graduates and a large majority of the males seek jobs locally, principally in the furniture and auto assembly plants. No information is available as to their success or failure in obtaining jobs.

Chester Arthur High School is headed by a fairly pragmatic principal and a progressive, forward-looking vice-principal. The teaching staff is a mixture of older, conservative individuals who want to avoid most "new fangled ideas" and young, liberal instructors who are eager for change. Each group has its well-liked leaders.

The guidance staff consists of the director of guidance, who is a frustrated Freudian psychoanalyst, and two counselors: a middle-aged ex-space engineer who loves paper work and a young vegetarian who likes to "rap with kids." Two part-time aides assist with filing and other clerical tasks. The department has never formulated its goals and objectives, and its principal guideline is "How have we handled that in the past?" The department seems to be drifting, each member "doing his own thing" without cooperation or coordination.

The school's efforts in career education are haphazard. Some teachers, it is thought, include in their classes some career information about the subject area. Counselors supply specific information to students who request it. The school library includes a file of occupational information, but it is rarely used and poorly maintained.

Chester Arthur High, as well as other Lillington District schools, has experienced a number of problems recently. There are persistent rumors of widespread drug sales and usage on campus. Racial tensions are increasing. Students complain a great deal about the curriculum and the school in general. School spirit is at an all-time low.

Parents and community members are becong increasingly dissatisfied with the school system. They feel that taxes for education are far too high and that students are not adequately prepared for the world they face upon leaving school. A number of parents believe that faculty members are too liberal and that they should devote more time and effort to "the basics." Other parents insist that the school is old fashioned and that much of the subject matter is irrelevant and unimportant. Parents from both of these groups say that their children do not know what they want to do and are uninformed about career opportunities and job requirements.

Arthur High graduates, complain local employers, make poor employees. Many employers seem to agree with a statement made by a foreman at the furniture plant: "All these kids care about is the paycheck, but they don't know how to earn it."

Due to financial problems, there has been talk recently of having to reduce the school staff. One of the leading candidates for reduction is the guidance staff. While the staff members seem to be generally liked by both students and teachers, the school administrators are having trouble justifying the expenditure of money for so tenuous a purpose. They are seeking documentation and other evidence to justify retaining the guidance program and staff.

REFERENCES

For those who want to do reading in depth about the topics of this module, the following guideline to references is suggested.

Campbell, R.E., Walz, G.R., Miller, J.V., and Kriger, S.F. *Career Guidance: A Handbook of Methods.* Columbus, Ohio: Charles E. Merrill Publishing Company, 1973.

Chapter 4: Types of Career Guidance Methods. This chapter lists eight types of career guidance methods and discusses factors affecting the selection of methods. The eight types are: behavioral approaches, computer-assisted counseling, educational media, group procedures, information systems, simulation gaming, vocationally relevant curriculum, and work experience programs.

Chapter 5: Designing Career Guidance Approaches. This chapter is written to provide a framework for translating the needs of students into guidance goals and for designing tailored career guidance approaches which can help implement these guidance goals. The chapter focuses on presenting specific successful guidance approaches; helping the reader determine if the approach would meet student needs of his district; providing basic principles which govern the use of the approach; and providing concrete steps needed to design, implement, evaluate, and revise an application of the approach.

Chapter 6: Guidelines for Career Guidance Program Development. This chapter deals with total guidance programs rather than individual career guidance methods. It includes discussion of the following concepts which are relevant to this module's topic: specification of alternative strategies, program mission and accountability, procedural parsimony, and maximizing resources.

Jones, G.B., Ganschow, L.H., Helliwell, C.B., Wolff, J.M., Dayton, C.W. *A Manual for Developing Career Guidance Programs.* Produced by the American Institutes for Research. Irvine, Calif.: Educational Properties, Inc., 1974.

This manual is an earlier effort designed for similar purposes as the present series of modules. Chapter Three, Structuring and Implementing Programs, has content relevant to the topics of this module.

Herr, E.L. and Cramer, Stanley H. *Vocational Guidance and Career Development in the Schools: Toward a Systems Approach.* Boston: Houghton-Mifflin Company, 1972.

Chapter 9: Helping Strategies in Vocational Guidance. Although the entire book is relevant to developing a comprehensive career guidance program, chapter nine is of particular interest for this module. The authors divide strategies into individual, group, and environmental treatment. Each of these types of helping strategies is discussed in terms of their relevancy for career guidance in the schools.

Stufflebeam, D.L., et al *Educational Evaluation and Decision Making.* Phi Delta Kappa National Study Committee on Evaluation, Itaska, Illinois: Peacock, 1971.

Chapter 3: Educational Decision Making; and Chapter 4: Criteria. These two chapters are particularly relevant to this module. A technical, detailed but useful discussion of the process of choosing and the criteria for choice is included. These chapters would be helpful to an advanced student looking for a much more intellectual discussion of the topics.

Miller, J.R. *Professional Decision Making.* New York: Praeger Publishers, 1970.

The subtitle of this book is "A Procedure for Evaluating Complex Alternatives." It is written for complex business decisions but has application to this module. It is highly technical, of interest only to an advanced student.

Mitchell, A.M. and Johnson, C.D. *Therapeutic Techniques: Working Models for the Helping Professional.* Fullerton, Calif.: California Personnel and Guidance Association, 1973.

This entire book of sixteen chapters describes intervention techniques which can be thought of as broad counseling strategies for guidance purposes. Successful working models are described for helping individuals achieve a reasonably positive self-concept or a sense of agency or decision-making ability.

Kelley, Marjorie L. *Planning and Design: The Consideration of Alternatives, Module 2.* Berkeley, Calif.: Far West Laboratory for Educational Research and Development, 1971.

This is one module in a sequence written for the educational developer. It outlines a pattern of operation to follow when considering alternative ways of reaching educational objectives. Good examples are provided and practice exercises are given to apply the skills learned.

COORDINATOR'S GUIDE

MODULE 7

SELECTING ALTERNATIVE PROGRAM STRATEGIES

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

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COORDINATOR'S ROLE AND FUNCTIONS

Your role as coordinator is crucial. It may be thought of in four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but alert, interested, and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor, ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow it down, let them ask questions, spend time orally covering the points. Keep the flow smooth at junctures in the module--winding up one activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people; don't let the agressive ones dominate. Seek out questions and uneasinesses, get them into the open, talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction; nudge them that way when they're not. Judge whether they perform adequately in the postassessment items, the activities which are part of the assessment (see the "Assessment Criteria"), and the Application. Keep a record of how each participant does. In general, maintain the quality level of the workshop.

Specific Functions of Coordinator (to be used as a checklist as you go through the module)

Prior to workshop:

Study the module thoroughly. Be familiar with all participant materials and this Coordinator's Guide. Gather as many of the resources listed on the next page as possible.

At the workshop:

1. Introduce yourself to participants, and them to each other. Briefly explain your background and the role you will play in the module.
2. Establish time limits (lunch, when day ends) and schedule for the day, and do your best to stick to them.
3. Conduct Introductory Activity if you plan to use it (see "Introductory Activity" herein).
4. Introduce the basic purposes and structure of the module (see "Outline of Introductory Remarks"). Answer any questions.
5. Start participants on the text. Lead discussion and practice activities as you go through the module. Provide feedback on the practice activities (see directions for "The Luncheon Menu" and "Activity Feedback and Assessment Criteria"). Collect evaluation data on the participants.
6. Conduct the Postassessment. Collect the results. Evaluate each of the participants on her/his performance (see "Assessment Criteria"). Keep a written account of this.
7. Start participants on the Application (see "Introduction to Application"). Evaluate the plan produced (see "Assessment Criteria").
8. Conduct a Wrap-up session. Your tasks here are to
   a. Summarize what has gone on and been accomplished.
   b. Resolve any unanswered questions.
   c. Point out sources for additional study. Go through the Reference section briefly; add any sources you know of.
   d. Mention any technical assistance available--experts related to module topics to whom participants might be able to turn.
9. Throughout, observe how things go; collect suggestions for ways to improve the module. Keep a written account of these.
10. Submit the results of 5, 6, 7, and 9 to the overall workshop director.

OUTSIDE MATERIALS NEEDED FOR MODULE

1. Paper and pen
2. As many of the following books as possible:

   Resource Book of Low Cost Materials, A.I.R., 1974.

   Resource Book of Sample Units, A.I.R., 1974.

   Review of Career Education in Secondary Education, C.E.E.B., 1973.

   Career Planning Program, Grades 8-11, Houghton-Mifflin, A.C.T., 1974.

   Career Guidance: A Handbook of Methods, Merrill Publishing Co., 1973.

   Career Education Resource Guide, General Learning Corp., 1972.

   Bread and Butterflies, A Curriculum Guide in Career Development, Agency for Instructional Television, 1974.

   Career Guidance, Counseling and Placement Elements of an Illustrative Program Guide, Norman Gysbers and Earl Moore (eds.). Missouri State Department of Elementary and Secondary Education, 1974.

INTRODUCTORY ACTIVITY

How do you go to work each day?

1. Ask all of the participants to write down the way they came to work one day last week. (Time, means of transportation, route, etc. for a "typical" day.)
2. Now ask them to list all the other possible ways they could have come to work.
3. Next, ask them to tell why they chose the way they did (item 1).
    a. List all the reasons.
    b. Rank order them.
4. Continuation of activity (optional)
    a. Brainstorm all possibilities under item 2 above.
    b. See if each person now has a larger list of possibilities for her/himself.
    c. Are any of these new possibilities appealing?
    d. Consider the ranked list under item 3,b.

        What other possibilities qualify?
        Why weren't they chosen?
        Are there other reasons you forgot?
        How did you make final choice?
        What was your objective?

OUTLINE OF INTRODUCTORY REMARKS

The relationship of the going-to-work activity to selecting program strategies should be made clear. The questions at the end of the Introductory Activity should have accomplished this, but make sure everyone understands the connection.

Briefly lay out the structure of the module. Have participants read through the "Module Outline" section at the beginning of the module and deal with any questions that arise.

Next, you need to give participants a clear feel for why it's useful to obtain these skills. It's important for you to know the text section thoroughly. It might be well to point out that the skills involved are useful not only to a guidance director planning a year's guidance program but also to an individual counselor engaged in some activity from 10:30 to 11:00 a.m. one Wednesday morning. For example, every activity a counselor does during his day (interviewing one student, leading a group guidance session, interpreting a test, consulting with a parent, holding a case conference, arranging a career day, etc.) is a strategy she/he has selected from among other possible strategies she/he could do!

Add some examples of your own. Ask participants to envision what they see as advantages. In short, make sure participants have thought about the advantages of selecting program strategies and are thoroughly motivated to benefit from the module.

LUNCHEON MENU ACTIVITY

The purpose of this Luncheon Menu activity is to illustrate *selection criteria* and *decision rules*. Every decision is essentially a selection of one alternative from among several alternatives. This usually means

1. Looking at several alternatives
2. Considering a few
3. Selecting one

The simulated lunch decision follows this process. You want participants to analyze this process. Granted, it's a relatively simple, unimportant decision and it's a simulation. But that's why it's good to illustrate the process.

Since luncheon prices and content may vary by region you may want to make a special menu for your region. It may also be a good idea to time this activity just before noon!

Consider the following example of choosing from alternatives. (Selecting the best strategy.)

A. The decision to be made:

Select a lunch from a menu (see attached).

1. Total population of alternatives:

   All items on the menu or house specialties

2. Possible alternatives:

   All items on the menu, unless restricted by religion, allergy, money, or whatever

3. Desirable alternatives (acceptable):

   Those items that meet your criteria

4. Preferred alternative:

   That item selected and based upon your decision rule

B. Game materials:

1. A lunch menu
2. An activity record sheet

C. Game variations:

1. See menu, pick lunch, explain *WHY*
2. See menu, select criteria, pick lunch, explain *WHY*
3. Don't see menu, select criteria, see restricted menu, determine decision rule, pick lunch

D. Game instructions:

1. First, using the menu printed in the module, ask all of the participants to imagine that they are now at a nice restaurant for lunch today.
2. The general objective is to have an enjoyable meal. That is, following lunch you will answer yes to the question: "Was that an enjoyable meal?"
3. (For variation #1) Ask participants to select one meal from the menu and "order it" on the Activity Record Sheet, item A.
4. Now ask them *why* they chose what they did. This is their decision rule, the reason for their choice. Ask them to try to be specific and complete. For example, if one says, "I chose it because I thought I would like it best," ask "Why did you think you would like it best?" You are looking for a reason that makes this one menu item qualify above all others. The reason is to be written on the Activity Record Sheet, item B.
5. Before this decision rule or reason is evaluated or fully discussed, ask the participants to list the other menu items they considered ordering. That is, which ones got into the running. Did they narrow their choice down to three or four "candidates" before final selection? Which other items were tempting, so to speak? Write these on the Activity Record Sheet, item C.
6. Now ask participants to look at their list of "considered alternatives" (desired) and to determine what criteria seem to be used in arriving at the list. Were they all fish? Inexpensive? Non-fattening? Tried and true? The combined criteria must be such that they cover all items that were selected and disqualify all others. In other words, there should be no items on the menu not selected which qualify under the criteria. If so, participants must include them or add criteria.
7. Group discussion

   The discussion is intended to bring out how this simulated luncheon decision illustrates the following:

   - There are certain criteria which determine what alternatives we consider before selecting the best.
   - The choice of best is determined by a rule.
   - We usually are not very clear about such criteria and rules.
   - Although such criteria and rules may not be crucial in ordering lunch, they may be very important and helpful in more significant decisions.
8. Ask participants now to write a revised statement of criteria and decision rule for ordering lunch today.

*ACTIVITY FEEDBACK AND ASSESSMENT CRITERIA**

Outcome 1. Measurement: Postassessment item 1.

Criteria: (Steps 1 and 2)

See Glossary for a definition and examples of guidance strategies. When assessing the products of any group practice activity (e.g. list of available strategies), the Coordinator should be sure that each strategy meets the above definition and that the list does not omit obvious strategies. Such judgment would include strategies from each of the categories listed in sections B or C of the "menu." The important point in assessing the adequacy of this list (Step 1) is to avoid the possibility that a guidance strategy may qualify eventually under the criteria or decision rule and *not* be on this list. For Step 2, all strategies that *could* conceivably be used should be retained.

Outcome 2. Measurement: Postassessment item 2.

Criteria: (Step 3)

The stated criteria should meet the definition found in the Glossary *and* clearly eliminate the strategies no longer being considered. The criteria are used to "prune down" the list of strategies from Step 2 to the list in Step 3. Would any and every judge who looked at both lists and read the criteria select the same strategies for consideration and eliminate the same ones as eliminated? If not, the criteria are either incomplete or inaccurate.

Outcome 3. Measurement: Postassessment item 3.

Criteria: Decision Rule (Step 4)

The stated decision rule should meet the definition in the Glossary *and* clearly eliminate all strategies except the one chosen.

The same assessment standard applies here as with Outcome 2. All judges would choose the same strategy using the decision rule. The most common mistake is writing an incomplete decision rule. When an evaluator can say, "If this is your decision rule, why didn't you select this other strategy which qualifies?", then the rule is incomplete.

Outcome 4. Measurement: Application Activity

Criteria:

The product of the application should include a time and task analysis outlining tasks in each of the four steps. Each step should be covered, responsibility assigned to someone or some group, and a completion date set for each task. The judgment standard for an adequate plan is "If the plan is carried out as described, will a guidance strategy be selected according to the model of this module?"

*For each of these, the participant's answer should be judged acceptable by the Coordinator and one of the participant's peers according to the criteria defined here.

INTRODUCTION TO APPLICATION

The purpose of this section is to show how the skills learned in the module can be applied in the "real world." Participants have learned and practiced a process. Now they get a chance to figure out exactly how and when they will use the process in their own setting.

First, review the skills and process they have learned.

Then ask them to map out a plan for selecting guidance strategies for one or several objectives. Groups from the same school or district should work together, where possible.

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✓) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A: I strongly agree	Column B: I agree	Column C: I disagree	Column D: I strongly disagree	Column E: I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I hoped they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.